Planning Services

Alberta

PLANNING FOR AN EVALUATION OF TEACHING PERFORMANCE

VOLUME III

Evaluation Procedures: Annotated Bibliography and References

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Alberta Education

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FOREWORD

Planning for an Evaluation of Teaching Performance comprises four separately bound volumes: A Manual of Guidelines, (Vol. I); Teacher Effectiveness: Annotated Bibliography and References, (Vol. II); Evaluation Procedures: Annotated Bibliography and References, (Vol. III); and Summaries of Instruments for Use in Evaluating Teaching Performance, (Vol. IV).

The content is delimited to gathering and interpreting information about teaching and learning in classroom settings. The main focus is on behaviors of teachers that research has shown to be consistently associated with academic learning by pupils. Some attention is also directed to several classroom behaviors of pupils often found to correlate with effective learning.

The contents of the publication are intended to be used as guidelines. Readers should feel free to reject, adapt or adopt the ideas communicated as local needs dictate. All school jurisdictions have policy and structures in place for evaluating teaching performance. Hence, selections from these volumes might be identified and used in reviewing local policies, guidelines and procedures.

The companion publication, Evaluating and Improving Teaching Performance: An Inservice Kit, by Dr. Laurie Mireau is designed primarily for inservice settings. The Inservice Kit is designed for "hands-on" experience by individuals and by groups at the school and district levels. The Kit illustrates and emphasizes practical considerations and procedures useful in evaluating classroom activities and for integrating these with supervision of instruction.

An integral part of the Kit is a set of 30 videotapes (14 training tapes and 16 demonstration tapes) involving eleven classroom teachers in Edmonton Public Schools. The reader is directed to A Manual of Guidelines, (Vol. I), Appendix 2, for detailed descriptions of the 30 videotapes.

VOLUME III

EVALUATION PROCEDURES: ANNOTATED BIBLIOGRAPHY AND REFERENCES

Introduction

This volume includes:

1) An annotated bibliography
2) Audio-visual materials
3) A bibliography to include references not annotated

The annotations in this volume are organized according to the following topics:

A. Planning for an Evaluation of Teaching Performance

- Data Sources (other than Observation)

B. Systematic Observation of Teaching Behaviors and Classroom Transactions

1) Supervisor Observation
2) Peer Observation/Colleague Observation
3) Self-Assessment of Teaching Performance
4) Student Perception

C. Orienting and Training the Evaluator and Teachers

D. Follow-up

1) Analysis and Interpretation of Data
2) Conferencing
3) Report Writing

Note:

1. Many of the annotations listed are from a) published annotated bibliographies, b) the author's annotation, and c) the publisher's annotation.

2. **Neither the printed nor the audio-visual materials have been evaluated.**

Annotated Bibiliography

EVALUATION PROCEDURES

A. Planning for an Evaluation of Teaching Performance

Allen, K. H. and Jarvis, M. E. Analyzing teacher evaluation policies and procedures with case law. Paper presented at the annual meeting of the American Educational Research Association, Quebec, Canada, 1983. ERIC. ED 239 407.

The evaluation policies and procedures in five Utah school districts are analyzed to derive a composite picture of factors that can leave a school district vulnerable to litigation. Factors examined include: 1) stated criteria not clearly tied to a teaching task, 2) performance criteria not clearly defined in terms of observable behaviours or explicit standards, and 3) no evaluator training or guarantee of reliability and consistency. Landmark court decisions that bear on validity of rating systems are cited.

Barnes, S. Synthesis of selected research on teacher findings. Report No. 9009. Austin: Texas University Research and Development Center for Teacher Education, 1981. ERIC ED 223 569.

An overview of research on elementary, secondary classroom teaching presents a synthesis of findings from large-scale classroom-based studies on teacher effectiveness. Three sets of major research efforts, dealing with classroom management and organization, systematic instruction, and effective instruction were selected for review. Selected variables from these studies are documented in tabular form, and a profile of an effective teacher is presented.

Beach, D. M. and Reinhartz, J. What is good teaching? - Using criteria of effective teaching to judge teacher performance. NASSP Bulletin, 68(475): 31-37, 1984.

Each school district must first determine what good teaching is, then develop its own list of research variables that will be used to judge how teachers perform in their classrooms. The model described in this article has grouped variables into the following six teacher skill areas: 1) clarity; 2) enthusiasm; 3) task orientation; 4) instructional strategies; 5) interaction with students; and 6) interesting questions.

Beckham, J. C. Guide to teacher evaluation. The Trustee, 52(2): 11-12, Summer 1982.

The fifteen guidelines which are outlined in this article emphasize the importance of procedural safeguards and substantive criteria in the evaluation process as extrapolated from existing case law.

Beckham, J. Legal aspects of teacher evaluation. Topeka, Kansas: National Organization on Legal Problems of Education, 1981.

Recent court decisions (American) surveyed in this document emphasize the importance of definitive, reasoned standards for teacher evaluation; the systematic gathering of evidence to support decisions material and relevant to those standards; and the consistent and uniform application of those standards in the many contexts of employment decision-making. A defined, acceptable standard of teaching, known in advance, is the essential precursor to implementation of a teacher evaluation system in public schools. A functional standard for teacher employment decisions requires three steps. First, the school system must determine, in advance, the knowledge, skills and competencies it requires. Second the system must develop evaluative mechanisms for identifying and preventing incompetence through early recognition of teaching deficiencies. Third, the teacher must be both adequately informed of the standards he or she must meet and provided with an opportunity to correct deficiencies once identified.

Blacker, D. A. Focus: Improvement of instruction. The Trustee, 52(2): 3-6, Summer 1982.

Suggests that a performance evaluation process focus on the improvement of instruction and which holds teachers accountable for only those variables which they control. The Hunter model is proposed for consideration. Madeline Hunter has identified teaching as decision-making and proposed that the decisions which are made by the teacher generally fall into one of three dimensions: content, learner behaviors, and teacher behaviors. Using the work of Hunter as a nucleus, the project which was undertaken by the Red Deer public school district is briefly described.

Blecke, A. E. Encouraging teacher support for teacher evaluations. NASSP Bulletin, 66(458): 16-21, 1983.

Developed by a faculty committee, this teacher evaluation system calls for teachers to prescribe methods for improving their own instructional processes. Procedures for problem evaluation, routine evaluation, and probationary evaluation are listed and an evaluation form is presented.

Bridges, E. M. Improving instruction and education: Managing the less competent teacher. IFG Policy Perspectives, 1-4, Winter 1984.

Eight elements comprising a useful approach in dealing with unsatisfactory performers are as follows: 1) establish "Excellence in Teaching" as a district priority; 2) adopt and publish reasonable criteria for evaluating teaching; 3) establish sound procedures for determining whether teachers satisfy the criteria; 4) provide appropriate remediation and a reasonable time to improve; 5) establish procedures to ensure that supervisors have requisite competence; 6) provide the necessary resources; 7) hold supervisors accountable; and 8) provide a fair hearing to the incompetent teacher prior to dismissal.

Brophy, J. E. Successful teaching strategies for the inner-city child. Phi Delta Kappan, 63(8): 527-30, Apr. 1982.

A significant body of research, including several large-scale correlational studies, indicates that effective teachers of the basic skills differ systematically from those who are ineffective. Eight teacher characteristics are associated with success in producing achievement gains, including expectations, classroom management, curriculum pacing, active teaching, and teaching to mastery.

Cangelosi, J. S. Evaluating teaching: A suggestion for principals. NASSP Bulletin, 68(475): 19-23, 1984.

Suggests that teachers be held accountable only for how well they adhere to sound principles of pedagogy. A procedure for principles to use to evaluate teachers is described here.

Carey, W. C. Tactful teacher evaluations. A guide for the site administrator. (Finding pleasant ways to say unpleasant things). Salem, Oregon: Options Press, 1983.

This book focusses on those teachers exhibiting marginal behaviour regarding which a record must be maintained. It has been designed to assist the principal in developing techniques to assist in preparing a usable record while protecting the working relationship with the teacher. It may be used (1) as a self-study guide, (2) in small study groups or (3) as a basis of a formal workshop.

Carey, W. C. Redesigning your teacher evaluation system. A guide for the evaluation committee. Salem, Oregon: Options Press, 1983.

This book explores a variety of questions and issues that relate both to the problems faced by the evaluator and the person whose performance is being assessed. Chapter headings include: The Classroom Observation; Evaluation Conferences; Evaluating the Evaluation System; District Reporting, Training and Orientation.

Carey, W. C. Managing your teacher evaluation system. (A video-supported workshop). Salem, Oregon: Options Press, 1982.

Carey, W. C. The DTD (Documenting teacher dismissal) in-service guide. Salem, Oregon: Options Press, 1982.

Carey, W. C. Documenting teacher dismissal. Salem, Oregon: Options Press, 1981.

The expressed purpose of this book is to develop evaluation materials that are defensible and supportive during the dismissal process. It is designed to be used 1) as a self-study guide, 2) in small study groups, or 3) as a basis of a formal workshop.

Emans, R. Teaching behaviours in reading instruction: A review of the research and critique. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Detroit, 1983. ERIC. ED 227 093.

Reporting on research conducted between 1966 and 1972, this paper is intended to help all elementary teachers become more active in ways to improve student learning. Some of the subjects covered in the studies include: instructional time and student achievement; direct instruction; classroom climate; teacher praise and criticism; teacher expectations; and teachers' use of questions.

Erickson, C. M. Education to help people grow. The Trustee, 52(2): 9-11, Summer 1982.

The evaluation policy developed in the County of Red Deer is briefly described.

Feldvebel, A. M. Teacher evaluation: Ingredients of a credible model. The Clearinghouse, 53(9): 415-420, 1980.

A general discussion of teacher evaluation and evaluation criteria (presage, process, and product). Alternative models for teacher evaluation based on the evaluation criteria (presage, process, product, and process-product) are discussed.

Fordham, A. The context of teaching and learning in studies of teacher effectiveness. Studies in Educational Evaluation, 8(2): 111-28, 1982.

Four categories of context variables relating to teaching and learning in studies of teacher effectiveness are examined: teacher characteristics, school policy and organization, instructional setting, and student characteristics. It is argued that, by identifying controlled constraints within which teachers make decisions, teachers will be better able to select appropriate teaching strategies.

Foster, D. C. Selection of evaluation criteria for the development of a teacher assessment system. (Research report No. 84-1). Seattle, WA: Washington University Teacher Education Research Center, 1984. ERIC. ED 242 719.

A procedure was developed to systematically reduce 199 indicators of teaching effectiveness to a manageable number for use in the University of Washington's student teacher assessment system. The Teaching Performance Assessment Instrument from the University of Georgia was used as a model for grouping the indicators. The analysis resulted in 47 indicators of teaching effectiveness in three major categories: planning, instruction, and professional responsiblities. Validation of the system involved sending copies of the instrument to 31 selected authorities in the field.

Fredrich, G. H. Supervision and evaluation - recognizing the difference can increase value, effectiveness. NASSP Bulletin, 68(475): 12-18, 1984.

Contends that supervision and evaluation represent different functions and must be dealt with by different personnel.

Goldstein, W. Supervision made simple. (Fastback 180). Blomington, IN: Phi Delta Kappa Educational Foundation, 1982. ERIC. ED 225 286.

Written to assist school administrators, this handbook discusses types of teacher supervision and evaluation. Included are five "fictions" about teacher evaluation, eleven criteria for judging teacher performance, uses and abuses of evaluation checklists, and seventeen guidelines for teacher supervision.

Haertel, G. D., et al. Psychological models of educational performance: A theoretical synthesis of constructs. Review of Educational Research, 53(1): 75-91, Spring 1983.

This review compares and contrasts eight instructional models presenting holistic conceptions of student learning in classroom settings. Major constructs posited by different theorists are cross-tabulated and related to factors of the model of educational productivity.

Huitt, W. G. and Segars, K. Characteristics of effective classrooms. Philadelphia, P.A.: Research for Better Schools, Inc., 1980. ERIC. ED 207 216.

Four key characteristics of effective classrooms in elementary and secondary schools are identified. The four characteristics encompass (1) teacher attention to learning characteristics, including prior learning and learning styles; (2) congruence among the course goals, what the teacher teaches, and the knowledge and skills assessed by test instruments; (3) the amount of student engaged time; and (4) the degree of success a student experiences on educational tasks during the school day.

Information Collection. Time Leader's Guide. Basic skills instructional improvement program. Philadelphia, Pa.: Research for Better Schools, Inc., 1980. ERIC. ED 193 200.

The improvement of student engaged time leads to improved instruction and greater academic achievement. This leader's guide can be used to: 1) teach procedures for information collection on time; 2) train classroom observers; and 3) collect information on allocated time and engagement rate in classrooms. Instructional materials to be used in this program are included. The program is comprised of four sections which give detailed suggestions for the topics and activities associated with appying the instructional improvement cycle to student engaged time. These are: 1) Information Collection; 2) Comparison and Identification; 3) Selection and Preparation; and 4) Implementation and Recycling.

McGreal, T.L. Developing a teacher evaluation system: Commonalities of these systems that function most effectively. Paper presented at the annual meeting of the Association for Supervision and Curriculum Development, Anaheim, CA., 1982. ERIC. ED 226 418

Characteristics that seem to separate effective and ineffective teacher evaluation systems provide a framework for viewing existing evaluation systems and determining necessary changes. Among the characteristics shared by effective systems were: 1) Participants felt that the purpose of evaluation was to provide assistance in instructional improvement; 2) Evaluation requirements reflected those in the school system; 3) Teacher evaluation was different from teaching evaluation; 4) Attention was paid to participative goal-setting, pre-evaluation conferences, tenure status, and training for teachers and supervisors; and 5) Student evaluation and achievement were used in addition to classroom observations.

Medley, D. M. Teacher competency testing and the teacher educator. Published jointly by the Association of Teacher Educators and the Bureau of Educational Research, University of Virginia, 1982.

Working toward systematic observation and evaluation system, Medley defines three major kinds of professional competencies that need to be assessed: 1) teacher effectiveness; 2) teacher performance; 3) repertoire of professional knowledge; professional skills/abilities; and professional attitudes/value positions. The 43-page booklet elaborates on each of these aspects.

Medley, D., Soar, R. and Coker, H. The minimum conditions for valid evaluation of teacher performance. Journal of Classroom Interaction, 19(1): 22-27, 1984.

Four elements comprise the minimum conditions for valid evaluation of teacher performance. These are: 1) setting, defining, or agreeing upon a task to be performed; 2) making a documentary, quantifiable record of behavior of the teacher while the task is being performed; 3) quantifying the record, that is deriving a score or set of scores from it; and 4) comparing the score with a predetermined standard. The purpose and rationale of each step and how each fits into the process of evaluation of teacher performance is examined.

Miley, A. Procedures for classroom observations 1973-1974. Technical Report #19. Honolulu: Kamehameha Schools. Kamehameha Early Education Project, 1974. ERIC. ED 158 844.

This report describes classroom observation undertaken at KEEP (Kamehameha Early Education Program) during the school year 1973-1974. Behaviour of both students and educational specialists (ES) who functioned as teachers, was observed and recorded daily from September 24, 1973, until June 7, 1974. Student observations focused on task orientation and disruptive behaviour. ES observation focused on reinforcement behaviour. The report includes a general description of the observation situation, a description of the codes used, including categories and method of observation, an analysis of some unsuccessful attempts in teacher code development, and a discussion of reliability.

Munroe, M. J. Teaching behaviours effective in mainstream classrooms. Paper presented at the annual state conference of the Arizona Federation Council for Exceptional Children, Tucson, 1982. ERIC. ED 213 679.

Good teaching has generic components appropriate for facilitating the learning of all children. Some of these include: 1) structured time and a business-like climate; 2) questioning skills that aid understanding and problem solving and that evidence sensitivity to student learning preference; 3) praise and encouragement; 4) use of accurate, prompt feedback; and 5) performance standards and teacher expectations that emphasize learning and achievement.

Natriello, G. Teachers' perceptions of the frequency of evaluation and assessments of their effort and effectiveness. American Educational Research Journal, 21(3): 579-595, 1984.

This article examines the relationship between teacher perceptions of the frequency of evaluation activity and their assessments of their effort and effectiveness.

Natriello, G. Evaluation frequency, teacher influence and internalization of evaluation processes: A review of six studies using the theory of evaluation and authority. Final report. Eugene, OR: Oregon University, Center for Educational Policy and Management, 1983. ERIC. ED 242 050.

A conceptual framework was developed to consider two dimensions of evaluation systems likely to lead performers to internalize the evaluation process. The theory of evaluation and authority developed by Dornbusch and Scott provided the basis for a review of six studies in support of two propositions: 1) The more frequently performers are evaluated, the more frequently they are likely to accept or internalize the evaluation process (up to a point); and 2) The more influence performers have over evaluation, the more likely they will be to accept and to internalize the evaluation process.

Oliva, F. and Henson, T. What are the essential generic teaching competencies? Theory into Practice, 19(2): 117-21, Spring 1980.

This article details the attitudes, skills, and characteristics of an effective teacher. A list of 23 generic competencies in the areas of communication skills, basic knowledge, technical skills, interpersonal skills, and administrative skills is given. The State of Florida has now included the 23 generic competencies in state policy requiring all persons to demonstrate them in order to be certified as a teacher in the state.

Oliver, B. Desirable qualities in teacher performance appraisal systems. Teacher Educator, 18(3): 26-30, 1982.

Nine recommended guidelines for teacher performance appraisal involve a reward system, evaluation training, teacher involvement, classroom improvement, peer observation, alternative data collection, paper-work, and supervisors.

Pattavina, P. and Ramirez, R. Generic affective teaching competencies, and personal efficacy needs of Hispanic students in public schools. Paper presented at the Council for Exceptional Children Conference on the Exceptional Bilingual Child, New Orleans, 1981. ERIC. ED 207 291.

"Generic affective competencies" are those required by any teacher attempting to "motivate", "manage", and "involve" students who are vulnerable in educational settings. Included in this report are 1) a description of the GAC "model", 2) a description of the learning needs of Hispanic-speaking students, and 3) a summary of consensual-validation research activities.

Peters, K. Methodological problems in teacher evaluation. Journal of Research and Development in Education, 17(4): 62-70, 1984.

Current interest in teacher evaluation indicates a need for better evaluation techniques. The methodological problems in teacher evaluation are explored through a discussion of audiences, models, sources of data, and modes of reporting. Directions for development by researchers and practitioners are presented.

Peterson, D. Legal and ethical issues of teacher evaluation: A research based approach. Educational Research Quarterly, 7(4): 6-16, 1983.

Knowledge of issues that include due process, discrimination, validity, reliability, and inference will assist school administrators in reworking evaluation systems to meet legal and ethical requirements. In so doing, systems become more research based, accurate, and of value in improving teacher effectiveness and providing defensible evidence for retaining or dismissing teachers.

Peterson, K. and Kauchak, D. Progress on development of lines of evidence for the evaluation of public school teaching. Paper presented at the annual meeting of the American Educational Research Association, Montreal Canada, 1983.

This preliminary report describes the literature review and analysis of current practices conducted to determine recommended teacher evaluation techniques for the Utah Teacher Evaluation Project. Seven promising "lines of evidence" are identified: 1) pupil report, 2) peer review and materials, 3) teacher tests. 4) administrator rating, 5) systematic observation, 6) pupil gain in special cases, and 7) special or idiosyncratic cases.

Pike, Kathy Have you disabled a student today. A look at teacher effectiveness. Paper presented at the annual meeting of the International Reading Association, Chicago, 1982. ERIC. ED 216 311.

The research on teacher effectiveness reviewed in this paper focusses on teaching as behaving, and teaching as thinking. It is noted that teaching is a process of allocating instructional time and assigning academic tasks in such a way that students have opportunities to learn while experiencing a high rate of success and engagement time, and that teaching is a complex process involving more than just a series of discrete, unrelated behaviours.

Powell, M. Variable teaching behaviours: The importance of considering context in understanding teaching. Educational Research Quarterly, 4(2): 36-42, Summer 1979.

Observation data from 46 classrooms demonstrated the importance of context in understanding teacher behaviour. Student-teacher interactions for explaining and giving directions occurred a statistically different member of times in self-paced and other-paced (group or interactive) settings.

Snyder, K. J. Imperatives in staff training, evaluation, and management. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, 1981. ERIC. ED 208 588.

Presents a model for developing a district-wide goal-based/role-based performance system. The model is in three parts: Part 1 defines the targets for district improvement efforts and the beliefs about those targets; Part 2 provides district standards for the performance of all role sets; and Part 3 presents the process for managing organizational behaviour (individual performances) to complement selected district priorities.

Soar, R. S. and Soar, R. M. Setting variables, classroom interaction, and multiple pupil outcomes. Final Report. Gainesville: Florida University Institute for Development of Human Resources, 1978. ERIC. ED 225 999.

Underscores the complexity of conceptualizing effective teaching which takes into account differences in the pupils being taught. It suggests we ignore that complexity at some cost.

Stodolsky, S. S. Teacher evaluation: The limits of looking. Educational Researcher, November, 11-18, 1984.

In this article, Stodolsky argues that effective teaching is not characterized by one set of behaviors that are context-free. Rather, teaching must be seen context-bound. Conceptual and empirical arguments are presented to challenge the validity of most teacher evaluation procedures that use observations of teachers. Suggestions include: substantially increasing the number of observations; considering a "showcase" lesson; and using observations as only one type of information.

Streich, W. H. The anthropological field method of classroom observation and teaching evalution. ERIC. ED 243 196.

While most theories of educational administration hold that organizations work best when they mediate between organizational goals and individual needs, the two major observational methods of teacher evaluation (checklist and clinical supervision) emphasize one or the other. The anthropological field method, however, encompasses both dimensions. Three stages are involved: 1) supervisor observation; 2) formulation and verification of propositions regarding classroom behaviour patterns; and 3) supervisor and teacher conferences to evaluate teacher performance and to design an inservice training course.

Strike, K. A. and Millman, J. Nontechnical questions about teacher evaluation systems in elementary and secondary schools: A research agenda. Educational Evaluation and Policy Analysis, 5(4): 389-397, 1983.

Discussed in this article are issues raised about the context for teacher evaluation, such as legal and political questions, staff and student diversity, teachers' roles, organizational structures, humane evaluation practices and types of evidence.

Sweeney, J. Assessing teachers as humanists and team players. The Trustee, 50(4): 12-13, 1980.

Evaluative criteria for the roles of teachers as humanists and as institutional representatives are described.

Texas Junior High School Study: Final Report of Process-Outcome Relationships; Classroom Observation Scales. Appendix B. Austin: Texas University Research and Development Center for Teacher Education, 1978. ERIC. ED 173 746.

This is a third in a series of four reports describing a study of 1,614 junior high school mathematics and English students and 69 of their teachers that was undertaken to discover the effects of different teaching behaviours on cognition and affective student outcomes. This booklet contains a discussion of different types of direct observation techniques, including their advantages and disadvantages; 12 scales for use in classroom observation, including definitions of the scales' behaviours and some examples; and a discussion of reliability data for the scales, including between-observer agreement and stability estimates. Five observational systems were used: OSCARS (Medley, et al, 1968), FAIR (Fuller, 1970), CASES (Spaulding, 1970), Dyadic (Good and Brophy, 1970), and CCS (Emmer and Albrecht, 1970).

Troisi, N. F. Effective teaching and student achievement. Reston, Va.: National Association of Secondary School Principals, 1983. ERIC. ED 231 067 Microfiche.

Effective teachers are successful in planning and preparation, classroom management, and student evaluation, but the study concludes that the key to establishing and maintaining a climate conducive to academic achievement is effective administrative leadership.

Vogt, C.G. Developing a teacher evaluation system. Spectrum, 2(1): 41-46.

This article describes a teacher evaluation system which is based on a list of criteria for effective teaching compiled by a task force of teachers and administrators in a Wyoming school district. These criteria became the basis for teacher job descriptions and for forms used in classroom observations.

Ward, B. A., et al. An expanded view of the student outcomes that are built or restrained by teaching processes and structures. San Francisco: Far West Lab. for Educational Research and Development, 1981. ERIC. ED 223 585.

Indicators of teaching effectiveness are believed to be: 1) agreement between teacher intent and student understanding of what is to be learned/accomplished/produced; 2) congruence between schooling goals and the student participation requirements of the classroom; 3) use of time in the classroom; and 4) students' views of themselves and others. It is suggested that, if these indicators occur in an observable short time period of each classroom and if they accumulate over several years of schooling, students will have successful schooling experiences and will attain the general goals of education.

Waxman, H. C. Evaluating teachers by alternate distribution criteria. Education, 104(3): 305-310, 1984.

The author describes and applies several alternative distribution criteria to secondary analysis of pre- and post- achievement scores from 15 sixth-grade classrooms. Examples illustrate how a teacher could be considered effective under one criterion but ineffective under another. Policy implications are discussed.

Weinrott, M. R., et al. Convergent and discriminant validity of five classroom observation systems: A secondary analysis. Journal of Educational Psychology, 73 (5): 671-80, Oct. 1981.

A secondary analysis was conducted to test the validity of five behaviours from five classroom observation systems: approves/praises; asks questions; criticizes/disapproves; gives directions; and presents facts or judgements. Scores for each were intercorrelated and arranged in a multitrait-multimethod matrix. Evidence was found of construct validity for all behaviours examined.

Weinstein, C. S. and Woolfolk, A. E. Impression formation and classroom design: The impact of spatial arrangement and neatness on judgements of teachers. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, 1979. ERIC 172 717.

The impact of classroom arrangement (open vs. traditional) and tidiness (messy vs. neat) on observer's expectations about a teacher was examined. A heterogeneous sample of college students was shown color slides of vacant elementary classrooms varying in terms of these two dimensions. Subjects' impressions of the teacher were assessed by revising Ryan's Classroom Observation Record (1970). For all factors of the questionnaire, (general pupil behavior, teacher kindliness, teacher inventiveness, and teacher organization), a highly significant main effect was found for condition. Repeated measures analysis of variance demonstrated that observer's judgements of the occupants were strongly influenced by both the neatness and the arrangements of the rooms.

Wise, A. E., et al. Teacher evaluation. A study of effective practices. Santa Monica, CA: Rand, 1984.

This report describes a 1983 Rand study of teacher evaluation practices. The study focussed on the actual operation of teacher evaluation procedures in school systems. It examined instruments and procedures, as well as the implementation processes and the organizational contexts within which they operate. The authors present their findings, analyses, conclusions, and recommendations. The four case studies that provided most of the data for the report are summarized here; they are also being published separately as Case Studies for Teacher Evaluation: A Study of Effective Practices, June 1984 (Rand).

Data Sources (Other than Observation)

Anderson, L. M., Evertson, C. M. and Emmer, E. T. Dimensions in classroom management derived from recent research. Journal of Curriculum Studies, 12(4), 1980.

Although many studies describe the effects of establishing an efficient classroom management system, few have observed the actual development and maintenance of these systems. This article describes a study in which 27 teachers were observed throughout the year. The observers recorded in narrative form any behavior that related to classroom management. Content planning was a behavior that emerged consistently as one positively relating to classroom efficiency. This thorough planning allowed for maximum student time on task activities.

Bowermaster, J. Classroom management. Washington, D. C.: ERIC Clearinghouse, 1981. (ERIC Short Report #1).

This ERIC short report offers information on effective classroom managers. One of the characteristics of effective teachers is their ability to plan lessons according to the subject matter and the students. If planning is thorough, claims Bowermaster, less classroom time will be used for teacher organization.

Brown, R. D. Helpful and humane teacher evaluations. In W. R. Duckett (Ed.), Evaluation: Gathering and using data. A CEDR Monograph, Phi Delta Kappa, 1983.

Brown discusses many sources of data for use in the performance evaluation process. One less direct measure of teacher evaluation is student achievement on standardized tests, on teacher-made tests, and on homework assignments.

Centra, J. A. and Potter, D. A. School and teacher effects: An interrelational model. Review of Educational Research, 50(1), Summer 1980.

This review discusses school and teacher effects on student achievement and presents a model of factors that influence student progress. Centra and Potter emphasize the fact that non-cognitive student outcomes are as important as cognitive outcomes but more difficult to measure. Teaching behaviors that positively influence moral development, self-reliance, and career success may be different from those behaviors that would influence basic skills and higher order outcomes.

Eash, M. J. and Waxman H. C. Students' perceptions of effective teaching in different subject areas. Paper presented at the annual meeting of the American Educational Research Association, Boston, 1980. ERIC. ED 191 913.

The question of whether certain teaching behaviours as perceived by students are related to the students' achievement in different subject areas is investigated. A revised questionnaire, Our Class and Its Work (OCIW), assesses student perceptions of teacher behaviour along the following nine scales: variability; enthusiasm; task-orientation; criticism; opportunity to learn; use of structuring comments; multiple levels of questioning; mismanagement; and sustainity. OCIW scales and previous academic achievement in two Chicago schools were entered as independent variables in a multiple regression equation predicting academic achievement for the current year. Results indicated that several OCIW scales are significant predictors of academic achievement and vary across academic subjects.

Hodgson, E. The Keegstra mess: An administrative report card. The Canadian School Executive, 3(9), March 1984.

Hodgson's article attacks the administrators involved in the James Keegstra affair. Keegstra, claims Hodgson, had been teaching a biased version of the social studies curriculum for over 10 years, yet school-based administrators say evaluation of Keegstra's classroom performance has occurred during this time. Asks Hodgson: Were student notebooks not reviewed? If they were, how thoroughly?

Ratsoy, E. W. and Sloan, L. V. Effective teaching as a focus for supervisory activity. Canadian Administrator, 20(7), April 1981.

Student teachers were the focus of this University of Alberta study, which concentrated in part on teacher planning. The quality of lesson plans from the beginning of teachers' practicum to the completion were received with regard to the specifications of objectives, selection of context, organization of material, and planning of instruction. Two results emerged: a) the lesson plans varied little from beginning to the end of the practice teaching and b) the quality of the lesson plans varied greatly from student to student. This last result suggests more attention need be given at the university level regarding lesson plan development.

Shavelson, R. J. and Stern, P. Research on teacher's pedagogical thoughts, judgments, decisions and behavior. Review of Educational Research, 51(4), Winter 1981.

Shavelson and Stern use various studies that emphasize the importance of teacher planning as an antecedent condition of effective teaching. The teacher will plan classroom activities based upon knowledge of the students and the nature of the instructional task. Once the task is formulated, it operates as a plan, mental image, or script from which the teacher behaves. The successful selection and integration of information by the teacher leads to an effective classroom situation.

Worsham, M. E. Student accountability for written work in junior high school classes. Austin: Texas Univ. Research and Development Center for Teacher Education, 1981. ERIC. ED 203 387.

The accountability systems for student written work of twelve junior high school mathematics teachers were examined for 1) clarity of overall work assignments, 2) procedures for communicating assignments and instructions to students, 3) teacher monitoring of work in progress, 4) routines for checking and turning in work, and 5) regular academic feedback to students. The characteristics of the effective teachers were then compared to those of effective junior high English teachers. Both were consistent in: treatment of assignment due dates, enforcing individual rules, efficient student monitoring, checking assignments regularly, recording grades immediately, and collecting papers to check themselves.

B. Systematic Observation of Teaching Behaviors and Classroom Transactions

1. Supervisor Observation

Diamond, S. Micro-supervisory experience, humanistic and clinical format. NASSP Bulletin, March 1980.

The humanistic and clinical micro-supervisory experience as outlined by Diamond in his article suggests a concentration on one goal or on one set of related goals as decided upon by the supervisor and supervisee. Diamond offers three general goals of his person-oriented model: a) to enhance the teacher's performance; b) to improve teacher self-image immediately; and c) to contribute to the improvement of instruction. The supervisor must be committed to the success of the teacher, must be a responsible partner in this developmental process, and must be open to learning as well as assisting the teacher.

Goldhammer, R., Anderson, R.J., and Krajewski, R.J. Clinical supervision: Special methods for the supervision of teachers (2nd ed.). New York: Holt, Rinehart & Winston, 1980.

This book describes the model of clinical supervision and its many advantages in positively influencing the development of successful teaching performance. Formative

evaluation by the in-school administrator is the focus, with a positive perception of supervision and staff improvement being two outcomes.

Ingle, R. B. Techniques for systematic observation. In W. Duckett (Ed.), Observation and the evaluation of teaching. A CEDR Monograph, Phi Delta Kappa, 1980.

Ingle asks teachers to recall a classroom visitation of years past by a "Person of Authority." This individual always spoke in capital letters and was surrounded by an aura of mystery. The criteria and the method of evaluation used were total unknowns. He floated in, observed, and he floated out -- you often wondered if it wasn't all a bad dream. Ingle presents some suggestions regarding systematic, structured observation techniques.

Lerch, R.D. The clinical model: The optimum approach to supervision. The Clearinghouse, 53, January 1980.

Lerch distinguishes between supervision, a helping relationship, and evaluation, an inspection relationship. The main purpose of supervision is to improve instruction. Improvement can be accomplished if teachers are assisted by supervisors through classroom observation of specific skills and through conferencing, as in the clinical supervision model outlined by Cogan and Goldhammer. Clinical supervision offers a concrete, positive approach to staff development.

Manatt, R. P., et al. Evaluating teacher performance with improved rating scales. NASSP Bulletin, 60(401): 21-24, 1976.

The authors present a 30-item teacher evaluation instrument along with a discussion of its application.

Ness, M. The administrator as instructional supervisor. Educational Leadership, Feb. 1980.

Mildred Ness, a New York principal, states that the supervisor of teaching performance can successfully function as an evaluator and consultant simultaneously. Evaluation poses no real threat when the teacher and supervisor have worked together for several years. Further, she claims that the consultative mode of administrator should be integrated into the administrative role to provide successful stimulation toward change.

Smyth, W. J. Principal's role: Teacher evaluation: Rationale, procedures. NAASP Bulletin, March 1980.

The primary purpose of the school is to facilitate learning. To achieve this goal, the principal must undergo a role change, from that of business manager to that of evaluator of instruction. The author believes the recent literature on teacher effectiveness is encouraging this re-emphasis on the principal as the educational supervisor.

Centra, J. A. Determining faculty effectiveness. San Francisco: Jossey-Bass, 1979.

Centra's book on faculty effectiveness at the post-secondary level contains a section on colleague evaluation. Chapter four outlines various methods of collecting data related to peer performance both inside and outside the classroom. The author believes observer training is important to the credibility of this evaluation system.

Darling-Hammond, L., Wise, A. E., and Pease, S. R. Teacher evaluation in organizational context: A review of the literature. Review of Educational Research, 53 (3), Fall 1983.

This article on teacher evaluation devotes a section to peer review as a possible component of the total evaluation procedure. Literature indicates that peers might evaluate performance in the classroom as well as analyze documents, intentionality, and appropriateness of subject matter because they may be in the best position to assess competence in these areas. The authors say that peer evaluation of teaching behaviors has received mixed reviews. Lewis (1982) found in one study that teachers lacked respect for colleague appraisals and the practice resulted in staff tension.

Ellis, E. C., Smith, J. T., and Abbott Jr., W. Peer observation: A means for supervisory acceptance. Educational Leadership, 36(6), March 1979.

The use of a peer observation clinical approach to supervision by an elementary school principal is described. A carefully designed program to include preplanning, teacher involvement, selection of two low-inference observation instruments, inservice training, needs assessments of individual teachers, and administrative support and involvement contributed to its success. The pre- and post-attitude scale completed by teachers indicated that teachers are more receptive to supervision when they have actively participated in its development.

Good, T. L. Classroom observation: Potential and problems. In W. R. Duckett (Ed.), Observation and the evaluation of teaching. A CEDR Monograph, Phi Delta Kappa, 1981.

Good describes many uses of classroom observation rather than just a technique for gathering evaluation data. He claims that teachers observing other teachers would introduce colleagues to different teaching styles and may lead to an increase in personal teaching awareness. The author discusses problems with evaluation and includes some instruments developed for the Missouri Mathematics Program study.

Grossnickle, G. R. and Cutter, T. W. It takes one to know one - Advocating colleagues as evaluators. NASSP Bulletin, February 1984.

Although the principal is the person most responsible for teacher evaluation, many do not feel this function has top priority. The authors outline a plan in which colleagues could evaluate each other with the help of teacher aides or parent volunteers who would take over some classroom monitoring and supervising duties in order to free the teachers involved. Training the teachers would be necessary to increase observation competence and information validity.

Hopfengardner, J. D. and Walker, R. Collegial support: An alternative to principal-led supervision of instruction. NASSP Bulletin, April 1984.

A collegial support system is offered as an alternative to administrator conducted supervision. Data collected from administrators and peers would be used to upgrade personal skills and to substantiate administrative decisions regarding contractual status. The authors offer information from several studies outlining the success and the potential of peer supervision.

McFaul, S. A. and Cooper, J. M. Peer clinical supervision theory vs. reality. Educational Leadership, April 1984.

A case study in peer clinical supervision conducted by McFaul in 1982 is described in this article. The participants trained in observation skills, collected classroom observation data in the form of checklists and ethnographic accounts, and conducted conferences. Analysis determined that although 11 of the 12 teachers in the elementary school involved executed the structure of peer clinical supervision, the supervision was not thorough in most cases. Pre-observation conferences, if conducted at all, were brief because of lack of time; insufficient data were collected to form meaningful generalizations; only 20% of the conferences involved in-depth analyses; and colleagues offered simplistic solutions to complex problems. In brief, McFaul and Cooper conclude that this study revealed an unwillingness on the teachers' part to make peers uncomfortable by criticism, and thus a superficial supervision practice emerged.

Rothberg, R. A. Helping teachers improve their teaching. The Clearinghouse, 53, 1979.

Peer assessment will alleviate some of the supervisory duties of the principal and can be a very effective alternative to conventional appraisal methods. Rothberg discusses the experience of an elementary school with 28 teachers who involved themselves successfully in a peer assessment, and found that 26 of the 28 teachers perceived an occurrence of real personal growth.

3. Self-Assessment of Teaching Performance

Alberta Teachers' Association. Cooperative assessment: A manual for teachers. ATA, June 1979.

Part III of the manual developed by the Alberta Teachers' Association is entitled Self-Evaluation. Section A of part III contains instruments for the use of teachers who wish to assess their performance in four major areas: Classroom Organization, Teacher/-Pupil Relationships, Staff Relations, and Professional Attributes. The ATA believes that the purpose of self-assessment is personal growth and teachers view self-appraisal as the most effective method of examining one's teaching.

Beach, D. M. and Reinhartz, J. Improving instructional effectiveness. A self-assessment procedure. Illinois School Research and Development, 19(1): 5-12, 1982.

The self-assessment procedure described in this article is designed to foster instructional improvement. A self-assessment inventory is included.

Blake, R. H. Assessment of inquiry competencies in a performance-based teacher education program. Paper presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Jackson Hole, Wy., 1983. ERIC. ED 241 555.

This paper describes the use of the Inquiry Teaching Competency Assessment instrument which uses teacher and student behavioural indicators to assess the quality of inquiry instruction and the presence of critical teaching skills. It can be used by inservice or student teachers as a self-help aid.

Brown, R. D. Helpful and humane teacher evaluation. In W.R. Duckett (Ed.), Teacher evaluation: Gathering and using data. Bloomington, Indiana: Phi Delta Kappa, 1983.

Brown's article discusses many data-collecting sources such as interviews, peer ratings, and student ratings. He advocates that formal and informal self-evaluation is useful if conducted in conjunction with other data gathering strategies.

Centra, J. A. Determining faculty effectiveness. San Francisco: Jossey-Bass Pub., 1979.

In Chapter III of his book Centra claims that currently more teachers are making use of self-evaluation as a professional development tool than in the past. Mixed results have arisen from various research studies, some indicating positive relationships between teacher self-ratings and student/supervisor ratings, others resulting in no correlation. Several instruments and recommendations are included that may assist a system in integrating this appraisal form to a greater degree.

Iwanicki, E. F. and McEachern, L. Using teacher self-assessment to identify staff development needs. Journal of Teacher Education, 35(2), March-April 1984.

Iwanicki and McEachern suggest that a teacher may self-appraise using a combination of techniques such as observing her/his taped performance, analyzing student appraisal forms, discussion, and interviews with parents, colleagues, and administrators. Input from these data sources may lead to further information about the teacher's open and secret self, but may also disclose the blind and undiscovered self.

Iwanicki, E. F. and McEachern, L. Teacher self-improvement: A promising approach to professional development and school improvement. Journal of Staff Development, 4(1): 62-77, 1983.

Teacher self-improvement is a concept that can be used as part of a school's program for professional development and teacher evaluation. Methods for helping teachers evaluate their own performances, obtaining feedback from students and colleagues, designing self-improvement programs, and monitoring progress are described.

Pinola, M. Are you an "A" teacher? A short quiz for self evaluation. Education, 102(4), April 1982.

An open-ended questionnaire was distributed to 145 high school students. It asked these students to describe the major strengths of their teachers. It was discovered that the results were consistent, and Pinola organized the responses into seven major categories. A checklist of these categories is presented for a teacher who wishes to appraise her/his performance.

Riley, R. D., and Schaffer, E. C. Self-Certification: Accounting to oneself. Journal of Teacher Education, 30(2): 23-26, 1979.

This article is intended to give teachers ways to look at and improve their teaching. The activities and suggestions have been designed to increase awareness of the skills and characteristics that teachers already have at their disposal to be effective teachers, and to offer them new ways to develop skills and strategies that they believe will increase their classroom effectiveness. (Excerpt from article).

Ryan, D. W. and Butler, L. F. Effectiveness of teaching: The Canadian experience. Studies in Educational Evaluation, 7, 1982.

Studies of effective teaching conducted throughout Canada is reviewed. Information regarding research completed at Queen's University in 1980 and material from the Ontario Institute of Studies in Education is included. Both institutes have become active in researching the field of teacher self-assessment and conclude that formal and informal self-appraisal will benefit the teacher by resulting in a more thorough awareness of personal performance.

Waimon, M. D., et al. Using product analysis to develop self-improvement skills in CBTE programs, 1979. ERIC. ED 175 810.

It was hypothesized that a structural analysis of pupil outcomes will improve the attitudes and performance of prospective teachers. This procedure, known as Product Analysis, is a self-regulation technique based on the assumption that teachers who are able to monitor the effects of their teaching behaviour on student achievement will alter that behaviour appropriately to maximize positive effects. Two groups of prospective teachers were used as subjects to test this hypothesis. One group received training in using the Product Analysis technique, the other did not. Subsequent test results of the two groups indicated significant behaviour change in the training group and substantially higher pupil achievement.

4. Student Perception

Cohen, P. A. Synthesizing research results on teacher evaluation using meta-analytic procedures. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C., 1982. ERIC. ED 223 646.

A meta-analysis of the literature on student evaluation of teaching is presented. The research supports the validity of student ratings as measures of teaching effectiveness. Findings demonstrate that the relationship between ratings and achievement is stronger and more consistent than was previously thought.

Cromack, T. R. and Eagelston, R. L. Students as the source of information concerning teacher behaviors: New concepts in the appraisal of instruction. Journal of Classroom Interaction, Winter 1979.

Cromack and Eagelston believe that nobody knows the performance of the teacher better than the students of that teacher. The authors believe that for student assessment of teaching performance to be useful, the items should be formative, assessments administered early enough and with the same students in order for a change of behavior to occur, and items concerned only with specific observable classroom activities incorporated in the instrument.

Gilman, F. Student attitudes and classroom climate: A survey of recent literature. Journal of Classroom Interaction, 19(1), Winter 1983.

Gilman's article lists and annotates recent journal articles and ERIC documents that pertain to student attitudes of teaching performance. Feedback from students can be extremely valuable as a tool for encouraging staff development and effective teaching. The research listed in this review substantiates this.

Fox, R., Peck, R. F., Blattstein, A., and Blattstein, D. Student evaluation of teacher as a measure of teacher behavior and teacher impact on students. The Journal of Educational Research, 77(1), Sept.-Oct 1983.

This research article contains a literature review and summarizes a study completed by the authors regarding student evaluation of instruction. Teacher behavior, student coping skills, self-esteem, student achievement, and socio-economic status were the variables applied in this study. This research found that low and high self-esteem students employed different criteria for judging teacher behaviors.

McCaleb, J. L. and Rosenthal, B. G. Relationships in teacher clarity between student's perceptions and observers' ratings. Journal of Classroom Interaction, 19(1), Winter 1983.

This research article outlines two related studies that attempted to define teacher clarity. Perceptions of clarity were gathered from learners and observers in the first study and placed on several instruments. In the second study, these instruments were

tested for validity and consistency by observers and learners. Many interesting discoveries resulted from this research. Although teachers were rated higher by different groups of students the second time they taught the same lesson, observer ratings of teaching performance did not show any significant difference between first and second lessons. Because the students responded on a general basis and observers responded to specific categories of behaviors, the assumption might be made that observer appraisal is more accurate.

Stillman, P. L., Gillers, M. A., Heins, M., Nicholson, G., and Sabers, D. L. Journal of Medical Education, 58, March 1983.

Although this study was conducted in the medical field, its results have implication for the educational system. Instructors were evaluated by students and peers teaching the same lesson to different students in two separate years. It was found that after receiving feedback from students regarding the lesson, instructors improved their delivery the second time they conducted the class. The authors believe that immediate student feedback is a powerful technique of teacher evaluation and can result in changes leading to course improvement.

Sullivan, D. K., et al. Implementation of the Stallings classroom management staff development demonstration project in Putnam County, West Virginia. Charleston, W. Va.: Appalachia Educational Lab., 1981. ERIC. ED 225 976.

In this report, an in-depth overview of the implementation of the Stallings model is presented. Included is information on: 1) the data collection process; 2) data analysis and interpretation; 3) teacher training processes; 4) project objectives, rationale, and history; 5) characteristics of the schools involved in the project; 6) demonstration project methods and procedures; and 7) project evaluation.

C. Orienting and Training the Evaluator and Teachers

Anderson, R. H. Improving your supervision skills. National Elementary Principal, June 1979.

Anderson describes Cogan's (1973) "O Cycle" in which principals formed a team and observed classroom teachers. The objective of this approach is to provide for growth in administrator supervisory skills. The fact that from two to six team members work together allows each individual the opportunity to compare observation measurements with colleagues.

Borich, D., et al. Convergent and discriminant validity of five classroom observation systems: Testing a model. Journal of Educational Psychology, 70(2): 119-28, April 1978.

Using five readily available classroom observation systems, three 50-minute videotapes of classroom interaction were rated for each of twelve social studies

teachers. Comparisons yielded 23 categories that measured similiar behaviours across systems, approximately half of which satisfied all validity tests. Implications for process - product studies and the convergent and discriminant validity model are discussed.

Capie, W., et al. Teacher performance assessment instruments. Athens, Georgia: University of Georgia, School of Education, 1979. ERIC. ED 182 518.

The Teacher Performance Assessment Instruments (TPAI) designed to determine (for certification purposes) how well teachers can demonstrate certain minimum teaching skills considered essential to effective teaching are reproduced in this document. The five evaluating instruments used are: 1) teaching plans and materials; 2) classroom procedures; 3) interpersonal skills; 4) professional standards; and 5) student perceptions. Each instrument is prefaced by a description of its purpose and conditions for use. Procedures for processing and reporting data derived from an assessment are included.

Emmer, T., et al. The classroom management improvement study: An experiment in elementary school classrooms. Austin: Texas University Research and Development Center for Teacher Education, 1981. ERIC. ED 226 452.

This report provides an overview of the Classroom Management Improvement Study (CMIS): its background, treatment design, methodology and instrumentation, analyses of the major hypotheses and research questions, and discussion of the implications of the results for research on management and for teacher training. After the text two-thirds of the document consists of 15 data tables and 14 appendices that include teacher workshop materials, a list of teacher manual contents, observer guidelines, all instruments, and teacher interview protocols.

Evertson, C. M., et al. Report of the methodology, rationale, and instrumentation of the junior high classroom organization study. RTD Report No. 6100. Austin: Texas University Research and Development Center for Teacher Education, 1980. ERIC. ED 189 076.

This report contains a complete record of the methodology and instrumentation of the Junior High School Organization Study. The purpose of the study was to delineate specific effective teacher behaviours. Included in this report are a description of the selection and training of observers, and guidelines for writing narrative descriptions, coding observations, rating student engagement time, and noting time intervals on the narrative record. Sample forms for these procedures are presented. Samples are also given of data collection instruments used throughout the year-long observation period, including questionnaires sent to participating teachers, resulting feedback to teachers, and data analysis instruments.

Evertson, C. M. and Anderson, L. M. Interim progress report: The classroom organization study. Correlates of effective teaching. Austin: Texas University Research and Development Center for Teacher Education, 1978. ERIC ED 167 525.

The Classroom Organization Study was designed to answer specific questions about establishing and maintaining classroom organization that results in greater student time on task, exposure to content, and achievement. This progress report details the history of the study and describes data collection activities. Interviews, questionnaires, classroom observation and student engagement ratings are used to gather and analyze data.

Good, T. L. and Brophy, J. E. Looking in classrooms (3rd Ed.). New York: Harper & Row Publishers, 1984.

The third edition of this book expands the area of observation training techniques. Brophy and Good offer examples of instruments and necessary observer skills. They claim that the perfect teacher does not exist, but many studies indicate characteristics of effective teachers that can be employed successfully by all teaching personnel.

Hawley, R. C. Assessing teacher performance. Amherst, Mass.: Education Research Associates, 1982.

The tasks involved in teacher evaluation are analyzed, and evaluation activities such as observing, holding conferences, supervising, and writing reports are described.

Hawley, R. C. Evaluating teaching: A handbook of positive approaches. Amherst, Mass.: Education Research Associates, 1976.

A structure for planning and conducting evaluations is presented. Eighteen reproducible instruments and worksheets are included.

Hawley, R. C. and Hawley, J. L. Achieving better classroom discipline. Amherst, Mass.: Education Research Associates, 1981.

Assists supervisors to focus on specifics when working with teachers who need improvement in classroom management skills.

Heidelback, R. (Ed.). Developing supervisory practice. Washington, D. C.: Association of Teacher Educators, 1978.

Three papers provide material for facilitating the improvement of supervision.

Henderson, C. Musical accountability: The measurement of music teacher behaviours. Accentuating the positive, 1974. ERIC. ED 171 637.

This document describes a study of an inservice project to train teachers in the use of consistent verbal and nonverbal behaviours. Included in the workshop sessions were procedures for using the measurement instrument; and the observation, identification, and evaluation of specific teacher performances in classroom activities. Pre- and post-training classroom sessions were videotaped. Results indicated that after training, teachers became more aware of their behaviours in relation to classroom interaction.

Hyman, R. T. School administrator's handbook of teacher supervision and evaluation methods. Englewood Cliffs, N. J.: Prentice-Hall, 1975.

A basic work on the subject. Contains many instruments, including the Tuckman Teacher Feedback Form.

Kugle, C. L. Data collection procedures for the evaluation of teaching program, Phase II. Technical Report No. 5055. Austin: Texas University Research and Development Center for Teacher Education, 1978. ERIC. ED 170 340.

Coders practiced recording their observations of 36 existing classroom videotapes in order to determine the amount of interobserver agreement. Seven observation systems were used: Spaulding Teacher Activity Rating Schedule; Teacher-Child Dyadic Interaction System; Observation Schedule and Record Form; Flanders System of Interaction Analysis; Florida Climate and Control Systems; CERLI Verbal-Behaviour Classification System; and Classroom Observational Categories. Tables showing interobserver agreement on the 36 videotapes and coding directions for the observation instruments are appended.

Kugle, C. L. and Clements, R. O. One good look deserves another: Combining methodologies to describe classrooms. Report No. 5084. Austin: Texas University Research and Development Center for Teacher Education, 1980. ERIC. ED 192 293.

Qualitative and quantitative methodology in classroom observation were combined in this study that examined nine second grade reading classes. Each classroom was observed by an ethnographer and a classroom coder ten times throughout the year, and each observation lasted 90 minutes. The classroom observation system records classroom interactions in "frames" completed four times per hour. Results indicate that some type of narrative record, or series of interviews, always be used in conjunction with categorical observation systems.

Kyle, Jr. W. C., et al. Science laboratory interaction categories (SLIC): An instrument to observe and analyze the various parameters of activity-centered and vocational education classrooms. Technical Report 15.

An instrument is presented for recording and analyzing student and teacher behaviour in laboratory or activity-centered vocational education classrooms. The instrument

uses categories of behaviour, such as: 1) asks extended thought questions, 2) shows or illustrates, and 3) management of lesson for teachers; and categories such as: 1) asks questions, 2) reads lesson-related material, and 3) gets supplies or moves around the room, for student behaviour. The categories are recorded using single-letter codes, along with codes to indicate to whom the behaviour is being directed, and the sex of this person.

MacKay, D. A., and Osoba, E. C. New directions in teacher supervision. Centre for Research in Teaching, Faculty of Education, University of Alberta, 1978.

MacKay and Osoba discuss many aspects of the performance appraisal system and mention in particular the importance of collecting quality data. To facilitate data collection, appraisers must be thoroughly trained in proper observation techniques. Practice in identifying specific classroom behavior is essential, as well as accurate recording of behaviors.

McConnell, J. W. and Bowers, N. D. A comparison of high-inference and low-inference measures of teacher behaviours as predictors of pupil attitudes and achievements. Paper presented at the annual meeting of The American Educational Research Association, San Francisco, 1979. ERIC. ED 171 780.

Data derived from a year-long study of 43 algebra classes in 13 high schools were collected to assess the differences between high-inference and low-inference measures of teacher behaviour as predictors of pupil achievement and attitude change. The high inference systems rated characteristics such as enthusiasm and clarity while low-inference measures were often frequency counts of objective, specific teaching acts. From the results, it was concluded that both types of observation instruments should be used in process-product research.

Meehan, M. L. Evaluation of the Stallings classroom management staff development demonstration project in Putnam County, West Virginia. Charleston, W. Va.: Appalachia Educational Lab., 1981. ERIC. ED 225 977.

Overall, results of this evaluation show that the Stallings Classroom Management Staff Development Demonstration Project implemented in Putnam County Schools in 1980-81 was a success. Findings from five out of six data collection instruments/techniques lead to the conclusion of the project being a success.

Moore, T. J., and Neal, W. D. The evaluation of teaching performance. The Journal of Educational Administration, 7(2), October 1969.

Conducted in Victoria, Australia this study attempts to reach consensus regarding criteria employed in teacher performance appraisals. Inspectors were asked to list criteria they used when evaluating a teacher and several weeks later to complete a structured questionnaire upon which they indicated the relative importance of listed criteria. The unstructured survey resulted in the researchers' inability to isolate a common body of criteria. It was apparent that each inspector had his own personal value system or rationale on which he rated the effectiveness of a teacher.

Nasca, D., and Davis, H. B. Verbal interaction behaviours of teachers of the gifted, 1981. ERIC. ED 216 478.

Trained and untrained teachers (N=37) of gifted students (grades 2 through 6) were observed and compared in four areas. Teachers were trained in applying Bloom's taxonomy to questioning techniques and in using management strategies for individualized instruction. Results indicated that a teacher's qualifications for facilitating classroom interaction lie in the use of a variety of grouping patterns, spontaneous use of higher level questions, and facilitative responding rather than correcting or praising comments.

National Education Association, Project on Utilization of Inservice Education R & D Outcomes. The L.E.A.S.T. approach to classroom discipline. Description of inservice education materials, 1978. ERIC. ED 166 143.

The inservice topic discussed in this 78-page booklet is classroom management. The product title, L.E.A.S.T., is an ancronym for the five steps toward classroom discipline: Leave things alone; End the action indirectly; Attend more fully; Spell out directions; and Track student progress.

Rosenshine, B. Teaching functions in instructional programs. Paper presented at the National Invitational Conference. "Research on Teachings: Implications for Practice", Warrenton, Va., 1982. ERIC. ED 221 538.

Successful experimental programs, in which teachers have been trained to increase their students' academic achievement, were analyzed to identify common teacher functions. Six recent studies in which teachers implemented training and in which students had higher achievement were examined. Conclusions drawn from the analysis include: 1) Students taught with structured curricula do better than those taught with individualized or discovery learning approaches; and 2) Students who received their instruction directly from the teacher achieved more than those expected to learn new material on their own or from each other. Specific teaching functions that promote learning included, 1) daily, weekly, monthly reviewing and reteaching if necessary, 2) high frequency of questions and overt student practice, and 3) giving feedback and correctives.

Rupley, W. H., et al. Identification of reading instructional practices employed by elementary teachers. Paper presented at the annual meeting of the National Reading Conference, Dallas, 1981. ERIC. ED 209 656.

A six-year-long study investigated the reading instructional strategies used by elementary school teachers (third and sixth grade) and indentified those strategies used by effective and less effective teachers. The results showed that the more effective teachers at both grade levels used fewer reading groups, relied upon the basal reader diagnostic level tests, used progress as the criterion for changing students from one group to another, and relied heavily on the basal reader.

Stallings, J. A. Challenge teacher behaviour: A challenge for the 1980's. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, 1981. ERIC. ED 200 596.

A training program for changing teachers' classroom behaviours was developed after observation indicated that students gained in reading skills when teachers spent more time instructing, discussing homework, and providing supportive feedback. A post test of student reading achievement in classes where teachers had attended the workshops showed that the treatment group had higher grade gains than the control group.

Stallings, J. A., et al. How to change the process of teaching basic reading skills in secondary schools. Phase II and Phase III. Final Report, Revised Materials. Menlo Park, Calif.: SRI International, 1980. ERIC. ED 210 671.

This document contains revised materials for the second and third phases of a study designed to identify teaching processes that are efficient in helping secondary school students learn to read. The materials include an updated report of the effects of the teacher training workshops offered in the second phase of the study on teacher behaviour.

Peterson, D. and Peterson, K. A research based approach to teacher evaluation. NASSP Bulletin, February 1984.

Items such as instruments, methods of observation, context of evaluation, appraisal personnel and levels of evaluation are discussed. Research notes the necessity of evaluators being trained to increase measurement accuracy. "Training is the key to a successful application of a well-defined evaluation system" (44).

Tuckman, B. W., Steber, J. M., and Hyman, R. T. Judging the effectiveness of teaching styles: The perceptions of principals. Educational Administration Quarterly.

In 1967, Kerlinger, et al. stated that raters assessed traits of teacher effectiveness from their own judgments. Tuckman's study essentially draws a similar conclusion. Elementary, junior high, and high school principals were asked to rate 10 randomly selected staff members according to four dimensions: creativity, dynamism, organized demeanor, and warmth and acceptance (using the Tuckman Teacher Feedback Form). Results confirmed that principals at different grade levels valued different teacher characteristics. For example, high school principals valued the quality of dynamism more than administrators of the other two levels. The authors stress the importance of the principal making staff members aware of these preferences.

D. Follow-up

1. Analysis and Interpretation of Data

Brown, R. D. Helpful and humane teacher evaluations. In W. R. Duckett (Ed.), Teacher evaluation: Gathering and using data. Bloomington, Indiana: A CEDR Monograph, Phi Delta Kappa, 1983.

Brown presents many facets of the evaluation process. Regarding analysis and interpretation, he emphasizes the importance of due process. The author suggests getting "participants involved in trying to determine the meaning and significance of the information" gathered (18). The evaluator and teacher should "think together about possible causes, solutions, and resources" (18). A teacher who is involved in searching out solutions will be more amendable to change.

Centra, J. A. Determining faculty effectiveness. San Francisco: Jossey-Bass Pub., 1979.

The final chapter in Centra's book on teaching effectiveness contains information regarding decisions to be made after the data have been collected. The importance of establishing standards and comparing a teaching performance to that predetermined standard is emphasized. A system, claims Centra, should not depend solely on quantitative data but on qualitative data as well.

2. Conferencing

Acheson, K. H. and Gall, M. D. Techniques in the clinical supervision of teachers. Preservice and inservice applications. New York: Longman, Inc., 1980.

Chapter 4: The Feedback Conference offers an indepth illustration of the practice before and during the post-observation conference. The authors believe the conference should be based on a collection of objective observational data and should encourage the teacher to use insight gained from the appraisal to practise alternative teaching behaviors. Supervisors must encourage teachers to come to their own conclusions regarding possible changes in behavior based upon the data gathered.

Bolton, R. People skills: How to assert yourself, listen to others, and resolve conflicts. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1979.

A guide for improving conference skills in both routine and difficult situations.

Hawley, R. C. Evaluating teaching: A handbook of positive approaches. Amherst, Massachusetts: Education Research Associates, 1980 (4th ed.).

In 1976, Hawley developed and published a manual on evaluating teaching performance. In this, he lists the guidelines for structuring feedback to teachers. Some of these items include: 1) feedback should not overload the receiver with more information than she/he can handle at one time, 2) feedback should give information that is new to the teacher, and 3) feedback should report what happened, not why it happened.

Hunter, M. Six types of conferences. Educational Leadership, February 1980.

Hunter claims that until recently instructional conferences between supervisors and teachers were often sterile. Information was superficial or unclear -- no real purpose existed, no outcomes emerged. Hunter offers information and examples of six types of conferences. Each has a distinct purpose depending upon the predetermined need of the evaluation and the character of the teacher involved.

3. Report Writing

Capie, W., et al. Teacher performance assessment instruments. Athens, Georgia, School of Education, 1979. ERIC. ED 182 518.

The Teacher Performance Assessment Instruments (GPAI) designed to determine (for certification purposes) how well teachers can demonstrate certain minimum teaching skills considered essential to effective teaching are reproduced in this document. The five evaluating instruments used are: (1) teaching plans and materials; (2) classroom procedures; (3) interpersonal skills; (4) professional standards; and (5) student perceptions. Each instrument is prefaced by a description of its purpose and conditions for use. Procedures for processing and reporting data derived from an assessment are included.

Carey, W. C. Redesigning your teacher evaluation system. A guide for the evaluation committee. Salem, Oregon; Options Press, 1983.

This book explores a variety of questions and issues that relate both to the problems faced by the evaluator and the person whose performance is being assessed. Chapter headings include: The Classroom Observation; Evaluation Conferences, Evaluating the Education System; District Reporting and Training and Orientation.

Du Vall, L. A. An administrator views teacher evaluation. In W. R. Duckett (Ed.), Teacher evaluation: Gathering and using data. CEDR Monograph, Phi Delta Kappa, 1983.

Reporting formats, claims Du Vall, are determined by the needs of the people who will use this information. For example, if the purpose of the evaluation is the improve-

ment of instruction, then face-to-face reporting of evaluative information to the staff member is crucial. A somewhat different format may be acceptable if the objective is to re-examine the teacher's performance for tenure purposes.

Evertson, C. M., et al. Report of the methodology, rationale, and instumentation of the junior high classroom organization study. RTD Report No. 6100. Austin: Texas University Research and Development Center for Teacher Education, 1980. ERIC. ED 189 076.

This report/contains a complete record of the methodology and instrumentation of the Junior High School Organization Study. The purpose of the study was to delineate specific effective teacher behaviours. Included in this report are a description of the selection and training of observers, and guidelines for writing narrative descriptions, coding observations, rating student engagement time, and noting time intervals on the narrative record. Sample forms for these procedures are presented. Samples are also given of data collection instruments used throughout the year-long observation period, including questionnaires sent to participating teachers, resulting feedback to teachers, and data analysis instruments.

Hawley, R. C. Assessing teacher performance. Amherst, Mass.: Education Research Associates, 1982.

The tasks involved in teacher evaluation are analyzed, and evaluation activities such as observing, holding conferences, supervising, and writing reports are described.

AUDIO-VISUAL AND INSERVICE MATERIALS

Communicating Non-Defensively: Don't Take it Personally.

1 film ( ): 1982.

This film is designed to aid both the giver and receiver of criticism in understanding the other person's position to avoid "taking it personally". A series of vignettes illustrate examples of defensive behavior and the consequences of defensive communication for individuals and organizations. Clear and positive steps are provided to ease defensive behavior and achieve non-defensive communication to increase morale and organizational productivity. The film is suited to enhancing relationships with both subordinates and superiors. Available: Library Services.

The DTD (Documenting Teacher Dismissal) Inservice Guide

By W. C. Carey. Available: Salem, Oregon: Options Press, 1982.

Documenting Teacher Dismissal

By W. C. Carey. The expressed purpose of this book is to develop evaluation materials that are defensible and supportive during the dismissal process. It is designed to be used 1) as a self-study guide, 2) in small study groups, or 3) as a basis of a formal workshop. Available: Salem, Oregon: Options Press, 1981.

Effective Teaching for Higher Achievement

2 videotapes, (each 50 min.) Beta or VHS, leader's guide: 1984.

Part I, Academic Learning Time, gives the main characteristics of effective teaching and components of academic learning time. Researchers explain how the research was conducted and suggest peer observation for feedback on use of time. Part 2, Organizing the Classroom, gives an explanation of academic learning time and portrays preventive techniques of effective teachers. Part 3, Influencing Student Behavior, discusses "low profile" interventions that conserve instructional time, the effective use of praise, recent research on behavior modification, and classroom incentive systems. Part 4, Teacher Expectations, explains how expectations influence teacher behavior and offers techniques to increase participation by all students. Part 5, Daily Review, Presentation, Guided Practice, presents the first three of Barak Rosenshine's six functions of effective teaching. Part 6, Feedback, Independent Practice, Periodic Reviews, presents Rosenshine's other three functions. Available: ASCD.

Essentially Yours: Evaluation

1 video cassette (16 min.), (Essentially yours series): 1972.

Reflects three major ambitions: to develop an effective means of communicating to the classroom teacher the essence of planning instruction for students, to experiment with a system on ways of supporting the continuing education needs of teachers and to change, while improvising. Available: Library Services.

Evaluating and Improving Teaching Performance

This set of 30 videotapes has been produced by Dr. Laurie Mireau for Alberta Education as part of an administrator training package entitled Evaluating and Improving Teaching Performance. The tapes are intended to be used in conjunction with a printed text, preferably in a group in-service setting. Basic information and classroom examples are presented in some of the tapes while other tapes of classroom instruction are to be used for coding practice by administrators who are fine-tuning their classroom observation and evaluation skills.

Titles of training tapes:

CHAPTER ONE, TAPE NO. 1-1 Accession Number: _____

INTRODUCTORY TAPE

Dr. Laurie Mireau reviews some promising classroom research trends which have yielded promising directions for supervisors of instruction. The role of the supervisor, particularly as a classroom observer, is considered in detail. Characteristics of the effective classroom observer and some "Do's and Don't's" of observation and conferencing are also presented.

CHAPTER ONE, TAPE NO. 1-2 Accession Number: _____

TEST TAPE

Before working through the activities in the entire kit, administrators are requested to view this 15-minute segment of classroom teaching and to prepare a set of formal statements about what was observed. This exercise is to be repeated after working through the kit. Heather Lynn, a Grade 2-3 teacher, demonstrates language arts activities.

CHAPTER ONE, TAPE NO. 1-3 Accession Number: _____

THE B CONFERENCE

Elizabeth Harrison, a Teacher Effectiveness Consultant, and Heather Lynn, Grade 2-3 teacher, model both an A Conference (reinforcing the teacher on the effective use of a particular skill) and a B Conference (generating alternatives together for the use of the same skill in a future lesson).

CHAPTER ONE, TAPE NO. 1-4 Accession Number: _____

THE C CONFERENCE

Elizabeth Harrison, a Teacher Effectiveness Consultant, and Merv Tuplin, Junior High School teacher, model both an A Conference (in which the teacher is reinforced for the effective use of a particular skill) and a C Conference (in which the teacher requests assistance with the implementation of a different skill and they jointly develop ways of using this skill in a future lesson).

CHAPTER ONE, TAPE NO. 1-5 Accession Number: _____

CONFERENCING WITH A TEACHER IN DIFFICULTY

Peter Carstensen and Susan McKenzie, Instructional Processes Consultants, demonstrate approaches recommended for conferencing with teachers experiencing problems. At intervals they explain the rationale behind the particular procedures and counselling techniques they are using and they role-play several conferences occurring between a supervisor and a teacher.

CHAPTER TWO, TAPE NO. 2-1 Accession Number: _____

OBSERVING CLASSROOM MANAGEMENT SKILLS

Dr. Laurie Mireau examines the pertinent aspects of many classroom management skills and supplements each explanation with illustrative video clips taken from lessons taught in eleven public school classrooms.

CHAPTER TWO, TAPE NO. 2-2 Accession Number: _____

THE POWER STRUGGLE

Glen Haug, Teacher Effectiveness Consultant, demonstrates what to do and say when engaged in a power struggle with a student. Vignettes have been role-played with seven high school students and Glen debriefs the methods used at various points in the video tape.

CHAPTER THREE, TAPES NO. 3-1 AND 3-2 Accession Numbers: _____ and _____

OBSERVING INSTRUCTIONAL SKILLS

Dr. Laurie Mireau explains the main characteristics and rationale for the use of many classroom instructional skills. Each explanation is accompanied by several examples chosen from the videotaped lessons of eleven classroom teachers.

CHAPTER THREE, TAPES NO. 3-3 and 3-4 Accession Numbers: _____ and _____

STUDENT ENGAGED TIME A AND B

These two tapes each contain three segments of classroom teaching focusing on two students for approximately 15 minutes. The tapes afford the observer the opportunity of coding "student engaged time" and assessing the percentage of on-task behavior in a variety of classroom settings.

CHAPTER FOUR, TAPE NO. 4-1 Accession Number: _____

OBSERVING VERBAL INTERACTION SKILLS

Dr. Laurie Mireau highlights verbal skills used in questioning students and in reacting to their response efforts. Examples of these skills in use have been selected from the videotaped lessons of eleven classroom teachers in Edmonton Public Schools.

CHAPTER FIVE, TAPE NO. 5-1 Accession Number: _____

OBSERVING INTERPERSONAL SKILLS

Dr. Laurie Mireau briefly describes selected interpersonal skills and presents examples of these skills as demonstrated by the eleven teachers who were videotaped during classroom instruction.

Titles of demonstration tapes edited by L. Mireau:

CHAPTER FIVE, TAPE NO. 5-2 ACCESSION NUMBER: _____

TEACHER HANDLING OF CONTROVERSIAL ISSUES

One lesson is included in this tape showing how class discussions on controversial issues might be handled.

CHAPTER SIX, TAPE NO. 6-1 Accession Number: _____

GRADE 11 BIOLOGY

Peter Harris, Biology 20. Following a field trip to the Saskatchewan River bank, Peter provides his students with additional background information on pollution control measures used by the City to monitor the amount of pollution in the river.

CHAPTER SIX, TAPE NO. 6-2 Accession Number: _____

GRADE 11 MATHEMATICS

Marilyn Nicholas, Math 30. Marilyn presents the binomial theorem to her class and assists them in understanding the derivation of the formula and in using it to solve equations.

CHAPTER SIX, TAPE NO. 6-3 Accession Number: _____

GRADE 1

Faye Kay. Faye's students begin the day by working independently, under her close supervision, on several language arts tasks before participating in a lesson addressed to the whole class.

CHAPTER SIX, TAPE NO. 6-4 Accession Number: _____

GRADE 5-6

Jim Johnson. Jim begins the afternoon with a class discussion combining the topics of peer pressure and problem-solving after which the class moves on to a creative composition period.

CHAPTER SIX, TAPE NO. 6-5 Accession Number: _____

GRADE 12

Ted Thresher, Math 33. Ted reviews quiz questions on quadratic functions with the class and then moves on to teach the formal procedures to be used when solving equations using complex numbers.

CHAPTER SIX, TAPE NO. 6-6 Accession Number: _____

GRADE 10

Denise Tremblay, French 10. Denise reviews the verb conjugations of être and avoir in a game and then teaches how to use these verbs to form the passé composé tense. The class is conducted in French.

CHAPTER SIX, TAPE NO. 6-7 Accession Number: _____

GRADE 8

Ric Rosborough, Science. Ric conducts an oral review of the concepts studied in the last science unit in preparation for the end of the year exam.

CHAPTER SIX, TAPE NO. 6-8 Accession Number: _____

GRADE 7 ART

Ron Wigglesworth, Art. Ron assists his students to sharpen their observation skills through a series of exercises. After a surprise visit by two "creatures" the class is asked to draw what they have been able to observe.

CHAPTER SIX, TAPE NO. 6-9 Accession Number: _____

GRADE 7 MATH

Merv Tuplin, Mathematics. Merv assists students in locating the variable in English story problems and in translating these problem statements into accurate mathematical equations.

CHAPTER SIX, TAPE NO. 6-10 Accession Number: _____

GRADE 2-3

Heather Lynn. Heather works with the Grade Two's to review the use of the long and the short hand in telling time and the students are given a worksheet to complete while Heather works with the Grade Three's on three-digit addition.

CHAPTER SIX, TAPE NO. 6-11 Accession Number: _____

GRADE ONE

Helen Mills. Helen reviews spelling words with the class and assists them in completing an exercise sheet using these words. Helen reads them an animal poem and the students then modify the poem by inserting their favorite animal instead.

FURTHER MATERIAL FOR EVALUATING AND IMPROVING TEACHING PERFORMANCE

Five additional videotapes are described in the following pages. They are designed to provide practice in the observing, recording and evaluating of skills which were addressed in the preceding set of videotapes. The editor provides an introduction and preview information at the beginning of each tape. A review of the skills observed is provided at the end. Otherwise, uninterrupted classroom instruction is portrayed in lessons lasting about 30 minutes.

Videotape Numbers and Contents

Videotape Number	Lesson	Grade Level	Subject	Counter Footage	Counter Time
1	A	Junior High School	Social Studies	000	000
	B	High School	Statistics	348	24:00
2	A	High School	French	000	000
	B	Grade 2/3	Language Arts	620	39:00
3	A	High School	Mathematics	000	000
	B	Junior High School	Calligraphy	400	19:30
	C	Junior High School	Mathematics	640	38:40
4	A	Junior High School	Art	000	000
	B	Grade 1	Mathematics	335	24:00
5	A	Grade 1	Math/L. Arts	000	000
	B	Grade 1	Language Arts	423	33:00

Purpose: To present eleven edited lessons for evaluators to practice identifying and/or recording observable teaching behaviors.

The practice kit consists of five videotapes of eleven edited lessons ranging from grade one through high school, along with an Instruction Booklet. These materials were developed by Alberta Education, Planning Services Branch, in conjunction with a four volume publication: Planning for an Evaluation of Teaching Performance, and the Initiation to Teaching Project. A training kit consisting of videotapes and text, to be used before the practice kit, is also available. The text, Planning for an Evaluation of Teaching Performance, Volumes I, II, III and IV, will be made available to every jurisdiction in the province.

The nineteen criteria upon which the kit is based are teaching behaviors that have shown through numerous empirical studies to correlate to student achievement. A more complete explanation of the criteria selected is to be found in Planning and Evaluation Performance, Volume I.

Each lesson in the kit is an edited version of an actual classroom situation. Care was taken to retain the continuity of the lesson as intended by the teacher. Before some lessons teachers and/or students were asked to role-play certain behaviors in order to present outcomes helpful to the user of the practice videotapes.

A brief introduction precedes each lesson and specifies observable behaviors that will be found in the teaching performance. Suggestions for use of the practice videotapes:

1. Teaching performance supervisors: Superintendents, principals, assistant principals and other formal evaluators, either individually or in groups, may employ the practice kit:

   - to identify specific teacher behaviors that contribute to effective teaching
   - to record teacher performance on locally developed, or otherwise obtained, instruments
   - to improve recorder reliability by practising and then comparing data collected in small groups
   - to assist in selecting or developing instrumentation
   - to determine the usefulness and type of information an instrument offers
   - to discover possible personal biases and assumptions about effective teaching behaviors

2. Teacher self-evaluation: Individual teachers may find the practice tapes useful in appraising their own teaching performance for the following purposes:

   - to identify specific effective teaching behaviors
   - to analyse personal performance in relation to the effective teaching behaviors presented in each lesson
   - to assess the impact of skills presently in use
   - to assist in detecting and solving problem teaching patterns
   - to stimulate variations in teaching behaviors
   - to assist in the peer evaluation process

Titles of demonstration tapes edited by L. Elliott.

Tape 1: 48:00 minutes **Accession Number:**_____

Lesson 1A: Junior High School - Social Studies

000 feet
0:00 timer

Clarity of Instruction
Plans, Organization and Implementation
Classroom Management
Pace of Instruction
Enthusiasm

A student role plays during part of this lesson on Russian history to show some helpful classroom management strategies used by the teacher, such as, low key verbal techniques and direct discipline. Ron approaches the student on several occasions asking him to behave appropriately. When the disruptive behavior occurs for the fourth time, Ron asks Mike to leave the room to return only when he is ready to behave as accepted by the teacher. Ron uses a variety of teaching aids such as the trough, sponges and the ship which indicate lesson planning and organization of materials were present. The lesson objectives, review and new material are clearly delivered by the teacher to facilitate student understanding of goals and objectives. After lecturing on Peter the Great, Ron asks pupils to make their own notes which acts as a check for the teacher regarding his intructional pace and also assists in making students accountable for the material presented.

Accession Number: _____

Lesson 1B: High School - Statistics

348 feet
24:00 timer

Clarity of Instruction
Academic Learning Time
Pace of Instruction
Praise and Encouragement/Criticism
Task Oriented/Businesslike Orientation

This lesson on the use of Z-scores is delivered in a businesslike, direct manner. Marilyn offers praise and encouragement to individual students as she monitors seatwork. Clear delivery of lesson content through the use of examples and board work, as well as assigning related questions maximize academic learning time.

Tape 2: 58:00 minutes **Accession Number:** _____

Lesson 2A: High School French

000 feet
0:00timer

Questioning Techniques
Classroom Management
Enthusiasm
Academic Learning Time
Teacher's Awareness
Feedback to Pupils

This high school French lesson on the verb tense "passé composé" offers numerous effective teaching behaviors. Denise employs low key classroom management strategies as she calls upon students to respond to her questions. Her continuous and enthusiastic verbal feedback to pupils assists in maintaining their attention and thus teacher control. Denise's movement around the U-shaped seating arrangement facilitates her awareness of student behavior.

Accession Number: _____

Lesson 2B: Grades 2/3 - Language Arts

620 feet
39:00 timer

Clarity of Instruction
Concurrent Tasks Management
Individualization of Instruction
Classroom Management
Enthusiasm

This teacher begins by clearly introducing the upcoming events of the morning, and then specifies the objectives of this particular lesson. Heather employs a variety of low key classroom management strategies such as eye contact, hand gestures, touching, and calling out names of inattentive students to focus pupils' attention back on task. She displays concurrent tasks management as she corrects students' spelling and monitors classroom behavior in this split grade 2/3 class.

Tape 3: 59:30 minutes **Accession Number: _____**

Lesson 3A: High School - Mathematics

000 feet
0:00 timer

Clarity of Instruction
Teacher's Expectations
Academic Learning Time
Teacher Centered/Direct Instruction
Praise and Encouragement/Criticism

Numerous effective teaching strategies are employed by this high school mathematics teacher. Ted uses direct instruction to clearly outline the unit objectives and lesson objectives and to review past work. He reviews and teaches new material by calling upon students to respond to questions from the board. Lecture, questioning and seatwork provide academic learning time for student understanding of course material. The teacher praises and encourages students as he moves around the classroom and at one point criticizes a student's work and compares those efforts to another student's - reinforcing the high expectations he has for student work.

Accession Number: _____

Lesson 3B: Junior High - Calligraphy

400 feet
19:30 timer

Teacher Expectations
Classroom Management
Individualization of Instruction
Feedback to Pupils
Questioning Techniques

A brief reading period precedes the calligraphy class on this videotape. The low key classroom management strategy of teaching rules, routines and procedures appears to be in effect as this lesson progresses. Pupils know that they will be asked to recall announcements; they know the day begins with a reading period during which some students will be asked to give a summary of their book. The teacher's expectations are relayed to the students in the calligraphy class during the introduction of lesson objectives and again while he assists individual students as they complete their letters. Merv employs questioning techniques with pauses to handle the review.

Lesson 3C: Junior High - Mathematics **Accession Number:** _____

640 feet
38:40 timer

Classroom Management
Task Oriented/Businesslike Orientation
Pace of Instruction
Questioning Techniques
Praise and Encouragement/Criticism
Time-on-Task

The teacher greets students at the door which is a classroom management strategy that can defuse problem behavior and make students feel welcome. Merv uses a quiz at the beginning of this lesson to review past material. Correcting homework also acts as a review. Examples of assisting students to correctly answer homework questions are displayed. Students are allowed time to complete tasks assigned.

Tape 4: 59:34 minutes **Accession Number:** _____

Lesson 4A: Junior High - Art

000 feet
0:00 timer

Plans, Organization and Implementation
Praise and Encouragement/Criticism
Individualization of Instruction
Variability of Instruction
Enthusiasm

This teacher has planned and organized this lesson as evident in his introduction of new material and lesson objectives. Ron uses praise, encouragement and criticism on an individual basis to direct student behaviors and outcomes.

Accession Number: _____

Lesson 4B: Grade 1 - Mathematics

335 feet
24:00 timer

Questioning Techniques
Plans, Organization and Implementation
Praise and Encouragement/Criticism
Enthusiasm
Variability of Instruction

This instructor reviews past material using questioning techniques and offers praise and encouragement to respondents. Faye varies instruction throughout this math lesson by progressing from questions, to boardwork, to reinforcing games and finally to worksheets. As students complete seatwork, she monitors their understanding of material on an individual basis. The math games played during part of the lesson are an indication of teacher pre-class organization and in-class implementation of plans.

Tape 5: 55:00 minutes **Accession Number: _____**

Lesson 5A: Grade 1 - Mathematics, Language Arts

000 feet
0:00 timer

Individualization of Instruction
Praise and Encouragement/Criticism
Classroom Management
Concurrent Tasks Management
Teacher's Awareness

This teacher uses a game to review the numbers from 0 to 100 in her grade one math class. Students are then given time to practice using worksheets while the teacher gives individual assistance as she monitors seatwork. Helen uses riddles to encourage a smooth and quick transition from math to language arts. Low key, non-verbal classroom management strategies occur as Helen uses eye contact, gestures, facial expressions and moves closer to disruptive students in order to return them to on task behavior. Direct discipline is also evident as a classroom management technique. The teacher's awareness of distracting behavior allows her to stop major disruptions before they occur. The fact that Helen monitors student behavior, continues with the lesson, and completes board work shows concurrent tasks management.

Accession Number: _____

Lesson 5B: Grade 1 - Language Arts

423 feet
33:00 timer

Classroom Management
Concurrent Tasks Management
Individualization of Instruction
Academic Learning Time
Time-on-Task

Concurrent tasks management could be the focus of this teacher's performance. Faye seems to be doing five activities at once as some students request assistance about the topic and others require monitoring. Low key classroom management techniques are employed by this teacher to ensure students are on task. Faye offers individual assistance to students as they write their stories about a time when someone said "no" to them.

For more detailed descriptions of the above tapes, the reader is directed to L. Mireau's instructional guide, Evaluating and Improving Teaching Performance, as well as the Manual produced by Alberta Education which complements this Inservice Kit entitled, Planning for an Evaluation of Teaching Performance.

Evaluating Teacher Performance, Parts I and II

2 video tapes (each 60 min.) Beta or VHS, leader's guide, instructions and handouts for Part I.: 1981.

In Part I, (The Process) Richard Manatt explains a valid, reliable, and legal way to assess teacher performance using generic instruments (included) for lesson and performance analysis. He leads viewers through the process of evaluating four real elementary and secondary teaching episodes, providing opportunities for evaluators to check their own rater reliability against norms sampled from other supervisors and principals across the U. S. and Canada.

Part II (Teaching Episodes) consists of three more teaching episodes plus longer versions of two segments from Part I - a total of five real (not dramatized) samples of classroom teaching. They are third grade reading, secondary industrial arts, sixth grade social studies, first grade reading, and second grade art.

Participants can practice the skills taught in Part I by evaluating these episodes with instruments currently in use in their own school systems. Available ASCD.

Managing Your Teacher Evaluation System

A video - supported workshop by W. C. Carey. Available: Salem, Oregon: Options Press, 1982.

The Principal as Instructional Leader: Reflections on Effectiveness.

1 videotape (60 min.) Beta or VHS, leader's guide: 198?

This tape examines the behavior patterns of four principals -- elementary, middle, and high school -- to illustrate typical characteristics of principals of effective schools.

Principals are portrayed through the eyes of teachers and other school staff as they reflect on how the principal's actions affect their own desire and ability to teach. Based on recent studies, researchers confirm and amplify the teachers' and principals' comments. Available: ASCD.

Strategies of Effective Teaching

8 videotapes (30 min.) 1 videotape (60 min.), VHS, teacher's guide: 1978.

Lessons seen in the series deal with every major subject area in classes from K-6. Titles in this series are:

1) Overview: Teaching Operations and Associated Strategies
2) Attention, Curiosity, Motivation
3) Increasing Student Participation
4) Questioning Techniques and Policy
5) Integration of Teaching Strategies
6) Individual Teaching Styles
7) Applied Observation and Analysis
8) Application to the Classroom.

At the beginning of each half-hour program, Dr. Orme, (professor, researcher, and creator of Strategies of Effective Teaching) gives background information or defines a basic strategy. Viewers then watch real teachers using the strategy in unrehearsed, unscripted lessons. The one hour program presents five uninterrupted lessons, kindergarten through grade five, taught by teachers who appear in earlier programs. Dr. Orme then discusses ways for viewers to analyze the lessons. Available: AIT Collection.

The Supervisory Process: Helping Teachers to Improve Instruction

1 videotape (30 min.), Beta or VHS, leader's guide: n.d.

Procedures and practices shown in this videotape grow out of theoretical work in the areas of motivation, leadership, organization and communication. The process most closely parallels the clinical supervision model.

In the program, a typical teacher and supervisor simulate the five stages of the clinical supervision model: the pre-observation conference, observation, analysis and strategy, post-observation conference, and post-conference analysis. The supervisor serves as an observer for the teacher, and the process is used to help the teacher identify specific instructional patterns in the classroom. Through self-evaluation and suggestions made by the supervisor, the teacher recognizes the need to vary, enhance, or modify future lessons. Available: ASCD.

Supervising the Marginal Teacher

1 videotape (60 min.) Beta or VHS, leader's guide, booklet of instructional materials for handouts: 1984.

With vignettes of incompetent and improved teaching, classroom observation, conferencing with the teacher, and conferring with the school attorney, "Supervising the Marginal Teacher" spells out the supervisor's options:

- o intensive assistance - a systems approach to increasing teacher effectiveness
- o progressive discipline - supervisory strategies for managing the teacher whose conduct deviates from established policy
- o teacher dismissal. Available: ASCD.

INFORMATION RE: AUDIO-VISUAL MATERIALS

ACCESS Network. Dubbing Centre, 295 Midpark Way South East, Calgary, Alberta, T2N 4J8. (256-1100)

Agency for Instructional Television (AIT Collection). Box A, Bloomington, Indiana, 47402

All series in the AIT Collection are available in more than one video format. In addition, some series are available for purchase on 16mm film. Most can be rented by instructional broadcast services for reception in classrooms. All may be recorded by schools to play back at their convenience. Programs are available for preview, purchase and rental. For information, contact publisher.

Association for Supervision and Curriculum Development (ASCD). Department 1184, 225 N. Washington Street, Alexandria, VA 22314

Each videotape may be rented for a five-day period. If you decide to buy the program, the rental fee will be credited to the purchase price. When ordering, please give a preferred and an alternate date for showing. The rental fee is $50.00 for five days. A catalogue entitled, "Media for Staff Development" is available from the publisher. As well, check with Library Services.

Library Services. 11160 Jasper Avenue., 4th Floor West, Edmonton, Alberta, T5K OL2

Library Services provides lending and dubbing services to the Department and to Alberta Schools without charge. Videotapes may be dubbed on ½-inch or 3/4-inch VHS-type cassette. Kits and 16mm films may be requested on a Materials Request Form or by telephone. These forms may be obtained by telephoning or by writing to the above address. Distribution of materials is restricted to Alberta Education personnel, including Regional Offices, superintendents, local school board office personnel and IMC directors, principals and teachers, ATA Specialist Council personnel, University Faculty of Education personnel, community colleges, other Advanced Education institutions offering teacher-aide programs, and all Early Childhood educators who come under the jurisdiction of Alberta Education.

University of Alberta. Instructional Technology Centre, Edmonton, Alberta. T6G 2E1

The University offers only dubbing services. A blank cassette may be sent or one may be provided by the University. There is a cost for this service. For more information contact Patricia D. Pasos, Departmental Secretary at the above address.

Marlin Motion Pictures Ltd. Suite 200, 211 Watline Avenue, Mississauga, Ontario, L42 1P3

Marlin Motion Pictures Ltd. Suite 1212, 666 St. James Street, Winnipeg, Manitoba R3G 3J6

Mondays, Marbles and Chalk is available for short-term rental or long-term lease. For more information contact Mavis Swiston at 890-1500.

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